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ABSTRACT

These instructional materials focus on federal laws and executive orders that prohibit sex discrimination in employment and education. The materials consist of the following: (1) a list of some of the legislation covered; (2) a list of relevant materials and resources; (3) a list of 14 instructional activities, each described by one or a few sentences; (4) a glossary; (5) a student pretest; (6) answers for the pretest; (7) a list of gender equity goals; (8) summaries of Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunities Act of 1972 and the Pregnancy Discrimination Act of 1978, Executive Order 11246 as amended by Executive Order 11375, the Equal Pay Act of 1963 as amended by the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title VI of the Civil Rights Act of 1964; (9) a student pretest on Title IX; (10) Title IX case studies; (11) summaries of Title IX, the Carl D. Perkins Vocational Education Act of 1984, Title II of the Education Amendments of 1976, and the Age Discrimination in Employment Act as amended in 1978; (12) lecture material on grievance procedures; (13) a posttest of case studies; (14) a posttest of objective questions; (15) an evaluation form; and (16) four references. (CML)

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GENDER EQUITY AND THE LAW

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UNIT: GENDER EQUITY AND THE LAW

The goal of this unit is to enhance understanding of gender equity and the law. The focus of this unit is divided into two major areas: the laws and grievance procedures. An overview of major federal laws which prohibit discrimination in employment and education are presented.

The employment laws include Title VII, The Equal Pay Act, Executive Order 11246, Section 504 of the Rehabilitation Act, as well as the Age Discrimination in Employment Act as Amended in 1978. Employment laws effect an employee, a group of employees, and vocational education students who hold jobs or cooperative work experience while attending school.

The education laws include Title VI, Title IX, and Title II of the Vocational Education Amendment, Section 504 of the Rehabilitation Act, as well as the Carl D. Perkins Vocational Education Act of 1964. (P. L. 98-524). The education laws apply to educational institutions and protect students from discrimination. Title VI provided a model for the development of Title IX which focused on gender discrimination. Section 504 of the Rehabilitation Act includes protection of students with disabilities as well as employees who have a disability.

An overview of the grievance procedures and guidelines for filing a grievance are presented:

Specific highlights include:

1. Competencies for Persons Advocating Sex Equity
2. Gender Equity Goals
3. Employment Laws
4. Educational Laws
5. Compliance
6. Grievance and Grievance Procedures
7. Title IX Summary
8. Bibliograph

Objectives:

To increase knowledge of the Federal Non Discrimination Employment Laws

Title VII
Equal Pay Act
Executive Order 11246
Section 504 of the 1973 Rehabilitation Act
Age Discrimination in Employment Act as Amended in 1978

The Federal Non Discrimination Education Laws

Title VI
Title IX
Title II
Section 504 of the 1973 Rehabilitation Act
The Carl D. Perkins Vocational Act of 1964. (P. L. 98-524)/

To increase knowledge of Grievance Procedures

Resources and Materials:

Student Worksheet: Pre-test

Glossary of Terms

Student Handout: Summary of the Regulations for Title IX Educational Amendment of 1972. Source: Project Equal Education Rights (PEER)

TRANSPARENCY A-1: Competencies Checklist for Persons Advocating Gender Equity

TRANSPARENCY A-2: Gender Equity Goals Diagram

TRANSPARENCY A-3: Gender Equity Goals

Lecture: Overview of the Laws, Areas Covered, and Enforcement

Student Worksheet: Pre-test of Title IX

Student Worksheet: You Be the Judge--Title IX Case Studies

Student Worksheet: OCR As the Judge--Title IX Case Studies

Lecture: The Grievance and Grievance Procedures

TRANSPARENCY A-6: Grievance Procedure Guide

TRANSPARENCY A-7: Federal Anti-discrimination Laws Pertaining to Schools

TRANSPARENCY A-7: Student Worksheet: Advertisements and Sex Discrimination

Student Worksheet: Case Study Post test

Student Worksheet: Unit Post-test and Evaluation

Instructional Activities:

1. Administer the pre-test and save. Have students correct their pre-test at the end of the unit.

2. Present competencies checklist for educators that intend to make use of the federal law. Present objectives for the legal unit.

3. Hand out a copy of the Glossary for student reference. Read and discuss its meaning and use for you as vocational educators.

4. Show Transparencies A-2: Goals of Gender Equity Diagram and A = 3 Gender Equity Goals. Discuss with the class.

5. Present mini lecture series on th specific laws. (There is a pre-test for Title IX. It is strongly recommended it be presented prior to the Title IX lecture. Identify the employment laws and education laws. During the description of the specific laws, ask students to brainstorm examples of discrimination forbidden by each particular law.

6. Present Student Worksheet: YOU BE THE JUDGE prior to the Lecture on Title IX Ask students to respond either in small groups or individual to selected cases. Present the results of the OCR judgements on these cases and discuss with the class.

7. Self Evaluation Activity. Ask yourself the following questions and keep a record of your answers.

   Do you think any course of study, kinds of training, special schools or classes are appropriate for one sex and not the other?

   In what after school activities, programs, clubs, etc., should only one sex take part in?

   Are there any situations in which teachers should treat male and female students differently?

   Allow time for discussion.

8. Have students score and discuss the Title IX pre-test. Go over the results. All statements are false. Discuss the misperceptions which are common about Title IX.

9. Present the lecture entitled grievance and grievance procedures. Show the transparency Grievance Procedure Guidelines.

10. Have students get into small groups or as a large class and identify examples of discriminatory behaviors. Role play a Level I Grievance. Discuss with the class.

11. Choose another example of discrimination and have students write a level II complaint using the guidelines presented.

12. Administer the Case Study Post-test and Unit post-test.

13. Ask the students to read the classified advertisements in their local newspaper. Examine the advertisements and bring to class examples of discriminatory job descriptions. Have the students rewrite the descriptions to be non discriminatory.

14. A Oral History. Explore the question of how common sexual discrimination was in the United States Classrooms. Have students interview 2 individuals who completed their high school education in a United states high school before 1972. Ask each to answer the following questions.

    a. What high school did you attend? Where was it located? What year did you finish?
    b. Describe how students dressed. Do you remember any school rules about girl's clothing? About boy's clothing? How were these rules enforced?
    c. While at school were you ever praised or chastised for doing something only the other sex should do?
    d. Were you ever discouraged from taking a class, a course of study, or continued education? Explain the circumstances.
    e. Did what you learned in high school help you prepare for what you do now? If so how?
    f. Do you think you were discriminated against while at high school? How? Be specific.

    Have students present the oral histories of the individuals they interviewed. Lead a class discussion comparing the results of how men and women were treated? Did an equal number of men and women believe they were discriminated against?

TRANSPARENCY A-1: COMPETENCIES CHECKLIST FOR PERSONS ADVOCATING GENDER EQUITY

1. a commitment to educational equity
2. knowledge of the laws and regulations and an understanding of whom to contact for information and rulings.
3. familiarity with internal grievance procedures
4. ability to gather data, diagnose problems, determine compliance, and formulate action plans
5. ability to communicate effectively both orally and in writing
6. ability to maintain nonjudgemental and non-threatening behaviors in situations of conflict
7. ability to state a position clearly and assertively in situations of opposition
8. ability to establish a positive climate for compliance.

Adapted from materials presented in A Manual for Title IX Coordinators, Sex Equity in New York Schools, 1987.

GLOSSARY OF TERMS

AGE DISCRIMINATION IN EMPLOYMENT ACT AMENDED 1978: Protects workers from termination on discrimination in hiring, wage and other conditions of employment on the basis of age.

AFFIRMATIVE ACTION: Actions taken by an employer which increase the proportion of women and minorities in the work place. Quotas, percentage goals, and recruiting techniques may be used.

BONA FIDE OCCUPATIONAL QUALIFICATIONS (BFOQ): refer to job qualifications that are reasonably necessary to normal operation of a particular business or enterprise.

CARL D. PERKINS VOCATIONAL EDUCATION ACT, 1984: provides funds for making vocational education accessible to all persons. The act seeks to reduce the limiting effects of sex role stereotypes on occupations.

EEOC: Equal Employment Opportunity Commission. A commission whose responsibility is the monitoring of the employment of women and minorities at all levels of employment.

EDUCATIONAL AGENCY OR INSTITUTION: Any program or activity which teaches or instructs individuals, including: preschool programs, elementary and secondary school systems, four year colleges and universities, vocational and technical schools, two year and community colleges, graduate and professional schools.

EMPLOYER: A person or company that puts to work 15 or more persons (as defined by federal regulations.)

EQUAL PAY ACT OF 1968: Men and women in the establishment performing work under similar conditions must receive the same pay if their jobs require equal skill, effort and responsibility.

EQUITY: The quality of being equal or fair, impartiality.

GRIEVANCE: An informal or formal expression of complaint.

GRIEVANCE PROCEDURE: A formal complaint process by which an individual or group may take legal action to correct a violation of

HARASS: To tire with repeated and exhausting efforts; to weary by importunity; to fatigue; to worry by repeated attacks

NON-TRADITIONAL: Those occupations not customarily held by members of one or the other sex (by 25% or less.)

OCCUPATIONAL SEX SEGREGATION: The tendency of many occupations to be almost exclusively male while others are almost exclusively female. Women are concentrated in fewer occupations than men, and those occupations tend to have lower average wages than male dominated jobs.

PREJUDICE: A rigid attitude and set of expectations which state that a group of people are different and should be different. rights.

SECTION 504 (REHABILITATION ACT OF 1973): prohibits discrimination against otherwise qualified persons, who are disabled, by any program or activity receiving federal financial assistance.

SEX AFFIRMATIVE MATERIALS: Those which affirm or support student's exploration of the multitude of options available to them.

SEX BIAS: An unconscious network of assumptions that state men and women are and should be different, not only physically but also in personalities, abilities, and occupations.
The accumulation of attitudes, beliefs, and behaviors which result from arbitrary assumptions that one sex is superior in some respects.

SEX-BIASED MATERIALS: Those which through content, language or illustration largely exclude women or include them in only stereotypic roles.

SEX DISCRIMINATION: A denial of opportunity, role, or reward: on the basis of gender.
An act or omission of an act; by an individual or institution, which is based on stereotyping and/or an overt effort to exclude persons on the basis of sex.

SEX FAIR: A term describing policies, practices, behaviors, and attitudes that reflect sex equity.

SEXUAL HARASSMENT: a form of sexual discrimination defined in Connecticut as unwelcome sexual advances, requests for sexual favors, verbal or physical conduct of a sexual nature... when 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individuals employment 2) Submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual, or, 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, or offensive working environment.

SEX ROLE STEREOTYPING: 1) Assumptions that all males or all females share common abilities, interests, values, and roles. 2) Societal expectations and role prescriptions which limit both men and women from discovering and fulfilling their potential.

TITLE II: The major purpose of Title II is to develop and run programs in vocational education which overcome sex bias, sex discrimination, and sex stereotyping, and promote equal opportunity for both sexes.

TITLE VI: Title VI of 1964 Civil Rights Act states that no person in the United States, on the basis of race, color, or national origin, shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

TITLE VII: The 1964 Civil Rights Act prohibits discrimination based on factors not related to job qualifications and promotes employment based on merit.

TITLE IX: The 1972 Federal Law which prohibits discrimination based on sex in any program receiving federal funds.

TITLE VII: Civil Rights Act of 1964 prohibits discrimination on the basis of sex, race, color, religion, or national origin in any aspect of employment hiring and discharging practices, compensation terms, conditions, or privileges of employment; segregation or classification of employees or applicants for employment, and apprenticeship or training programs.

TITLE IX OF EDUCATION AMENDMENT 1972: "No person... shall, on the basis of sex, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..."

Student Worksheet: Pre-Test

Please read the following statements. If the statement is false, write the word FALSE in the blank before the statement. If the statement is TRUE, do NOT write anything in the blank. Leave it empty.

1. _____Historians have noted that less sex-stereotyped societies have fewer wars than more sex stereotyped societies.

2. _____Sex equity laws such as Title IX (1972 Education Amendment) and Title IV (1964 Civil Rights Act) are written to help males as well as females receive the appropriate education.

3. _____The education Amendments Act of 1972, Title IX, is a federal law which prohibits schools from discriminating on the basis of sex; it means that your school cannot treat males and females differently just because of their sex.

4. _____The United States Civil Rights Act of 1964, Title VI, made racial and ethnic discrimination illegal in work programs that receive federal financial assistance.

5. _____Sex bias is that behavior which is defined as being against the law.

6. _____Sex discrimination is that unconscious underlying network of assumptions that says men and women are and should be different, not only physically, but also in their personalities, and occupations.

7. _____Sex stereotyping is attribution of behaviors, abilities, interests, values and roles to a person or a group of persons on the basis of their sex.

8. _____Prejudice consists of "fixed" or stereotyped attitudes that people categorically feel toward certain other groups of people.

9. _____Sexual harassment may range from sexual innuendo made at inappropriate times to coerced sexual relations.

10. _____If cooperative education students, regardless of sex, are not extended the right to take any class they wish, the right to coeducation classes, the right to equal counseling and placement services, the right to be treated equally, and the right to participate in athletics, they should inform the Title IX Coordinator.

11. _____Structuring class competition in the related cooperative education class that allows males to challenge the females are unfair practices and constitutes sex bias.

12. _____A policy statement of non-discrimination on the basis of race, color, national origin, or ancestry, age sex, marital status, or handicap may be included on the training agreement and other published cooperative education documents that are disseminated to students, parents/guardians, and employers.

13. _____Title IX, Educational Amendments of 1972, provides students the right to request and to receive written information such as the course description of cooperative education that does not reflect different treatment of men and women.

14. _____If a cooperating employer calls you and requests "girls" for typing jobs, you can legally honor that request and send only females.

15. _____If employment testing is given by one of your cooperating employers, the tests must be shown to be accurately predictive of work related skills.

16. _____Bona Fide Occupational Qualifications (BFOQ) can be used in advertising job openings, if they have been granted by exemption by the Civil Rights Commission.

17. _____Word of mouth advertising about job openings is an economical method of disseminating information, but may be held to be discriminatory.

18. _____Education brochures must state that the program is accessible to all students of the general public regardless of race, color, national origin, sex or handicap.

19. _____Sexual harassment affects only female workers.

20. _____A cooperative education student-learner informs you that the boss hangs around the desk telling dirty jokes and making remarks about appearance. This is not sexual harassment.

ADAPTED FROM: Legal Modules for vocational cooperative education. Michigan Vocational Education Resource Center, Michigan State University, East Lansing, Michigan 48824

ANSWERS FOR PRE-TEST

Statements 5, 6, 14, 19, and 20 are false. All other statements are true.

Statement 5 is False. Sex bias is behavior resulting from the assumption that one sex is superior to the other. Sex Bias is the unconscious underlying network of assumptions that says men and women are and should be different. We are all biased, only a few of us intentionally discriminate.

Statement 6 is False. Sex discrimination is any action which limits or denies a person or group of persons, opportunities, privileges, roles or rewards on the basis of sex. The denial of opportunity, privilege, role or reward on the basis of sex is discrimination. The term discrimination refers to the act of an individual or institution or the omission of an act, in either case based on conscious or unconscious stereotyping or on overt efforts to exclude persons on the basis of sex. Sex discrimination is against the law.

Statement 14 is False. Title IX clearly indicates that cooperative education students are required equal placement services and you cannot legally honor this request.

Statement 19 is False. Sexual harassment can affect either males or females.

Statement 20 is False. This is an example of sexual harassment.

TRANSPARENCY A-2: GENDER EQUITY GOALS DIAGRAM

1.EQUAL TREATMENT OF
MALES AND FEMALES

2.INCREASED INDIVIDUAL
ACHIEVEMENT AMONG
MALES AND FEMALES

4.REDUCTION IN STEREOTYPED
ASSUMPTIONS ABOUT
MALES AND FEMALES

3.FEWER STEREOTYPED
ROLES, JOBS, AND BEHAVIORS

SOURCE: Sex Equity Handouts for Schools

TRANSPARENCY A-3: GENDER EQUITY GOALS

The gender equity goals and outlined by Klein serve as a theoretical framework for understanding the series of federal laws as presented in this unit.

1. **Process Goals: eliminate sex discrimination by**
   a. **providing the same access and treatment to female and male learners within the same context-- possibly in a separate (see segregated) but equal context.**
   b. **providing differential access and treatment to female and male learners based on their needs, merit, or their needs and merit combined.**
2. **Outcome goals: the elimination of sex discrimination when**
   a. **Both Females and males acquire the most valued characteristic and skills, whether or not they are generally attributed to the opposite sex or to their own sex.**
   b. **Both sexes achieve at least minimum levels of competency in the desired outcomes.**
   c. **Members of the less dominant sex achieve parity with members of the dominant sex group.**
   d. **The range of desirable outcomes is extended beyond those formerly restricted on the basis of sex.**
   e. **There is a trend toward less sex differentiation in achievement.**
3. **Process goals: decrease sex role stereotyping and sex segregation in education by**
   a. **Decreasing sex role expectations and behavior that limit the opportunities of members of either sex to maximize their individual talents.**
   b. **Increasing Knowledge and use of sex equitable process by examining and counteracting sex role stereotyping in society.**
4. **Outcome goals: the reduction of sex role stereotyping and sex sex segregation in society, where**
   a. **fewer jobs, roles, activities, and expectations are differentiated by sex.**
   b. **There is a decreased use of sex role stereotypes in decision making by and about individuals.**
   c. **sex segregation in education and society caused by sex role stereotyping is decreased.**

SOURCE: Klein

LECTURE: OVERVIEW, AREAS COVERED, AND ENFORCEMENT

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972 AND THE PREGNANCY DISCRIMINATION ACT OF 1978.

Title VII prohibits discrimination on the basis of race, color, religion, sex, or national origin by 1) private employees of 15 or more persons, 2) public or private schools, 3) state and local governments, 4) public and private employment agencies, 5) labor unions with 15 or more members, and 6) joint labor/management committees for apprenticeship and training.

AREAS COVERED

Title VII prohibits discriminatory practices in all terms and conditions of employment, including:

1. recruitment, selection, assignment, transfer, layoff, discharge, and recall.
2. opportunities for promotion.
3. inservice training or development opportunities.
4. wages and salaries.
5. sick leave time and pay.
6. vacation time and pay.
7. overtime work and pay.
8. medical, hospital, life, and accident insurance.
9. retirement plans and benefits.
10. pregnancy, childbirth, or related medical conditions.
11. other staff benefits.

EXAMPLES OF SEX DISCRIMINATION FORBIDDEN BY TITLE VII

1. refusal to define pregnancy as a temporary disability and provide appropriate benefits.
2. sex segregated classified advertising i.e. "help wanted male," or request from cooperative education employer for male student.
3. establishment of different retirement ages for men and women.
4. a police department policy that cadets must be at least 5′ 10″ and 165 pounds

ENFORCEMENT.

The enforcement of Title VII is the responsibility of the Equal Employment Opportunity Commission (EEOC). The EEOC investigates, resolves, and litigates

complaints of discrimination. The EEOC also assists employers to establish voluntary compliance programs. The EEOC issues guidelines which outline the standards used to determine compliance with Title VII.

Complaints of employment practices which discriminate and are in violation of Title VII may be made by the EEOC by any person (or representative) or any group of persons. The complaint must be filed within 180 days of the alleged discriminatory act. EEOC will only investigate after a charge has been filed. THE EEOC will notify the individuals and the organization against whom charges are filed and then proceed with an investigation. The EEOC has found reasonable cause to believe discrimination exists, they will send letters of findings to the employer. The commission will informally attempt to bring the responsible party into compliance. If the attempts for a voluntary and informal resolution fail, EEOC or the U.S. Attorney General, or the complainant, may also file a suit. After obtaining a "right to sue" letter from the EEOC

Possible actions by the courts may include:

1. prohibit the employer, labor union, or other organizations from engaging in unlawful acts.
2. order appropriate action to remediate the discriminatory behavior
3. reinstate employees
4. award back pay and attorney's and court fees.

Institutions are prohibited from discharging or discriminating against any employee because s/he has:

1. filed or threatened to file a complaint.
2. assisted with an investigation
3. taken any action which suggests an opposition to discrimination.

For further information on Title VII, contact.

Equal Employment Opportunity Commission
2401 E Street, N.W.
Washington, D.C. 20506

EXECUTIVE ORDER 11246 AS AMENDED BY EXECUTIVE ORDER 11375

These executive orders prohibit discrimination on the basis of race, color, religion, sex, or national origin by most federal government contractors and by contractors or subcontractors in federally assisted construction. Unions are indirectly effected by this order. Union membership and bargaining agreement may determine if federal contractors they deal with are practicing discriminatory employment. Thus, union compliance or non compliance relates to these orders.

AREAS COVERED

Executive order 11246 and 11375 prohibit discrimination in hiring, promotion, salary, and fringe benefits, training and all other conditions of employment. Contractors are required to take affirmative action where necessary to end discriminatory practices.

Required compliance activities include:

1. contractors are required to make all prescreening and assessment techniques nondiscriminatory.
2. employment ads will state there will be no discrimination in hiring.
3. posting announcements of their nondiscriminatory employment practices in places conspicuous to employees and potential applicants.

EXAMPLES OF SEX DISCRIMINATION FORBIDDEN BY THE ORDERS

1. a unions demand for sex-segregated seniority system
2. contractors refusal to hire a woman for a job due to weight lifting requirements.

ENFORCEMENT

The Office of Federal Contract Compliance Programs (OFCP) of the U.S. Department of Labor enforces the contract compliance process.

Complaints are filed by individuals, groups, or representatives for individuals to the OFCCP. Complaints must be filed within 180 days of the alleged discriminatory act. The OFCCP may investigate the claim or forward it to the EEOC for investigation. Contractors and institutions are prohibited from discharging or discriminating against any employee who has either filed a complaint or assisted in an investigation of a complaint, or taken any action indicating an opposition to discrimination.

THE EQUAL PAY ACT OF 1963 AS AMENDED BY THE EDUCATION AMENDMENTS OF 1972

The Equal Pay act initially amended the Fair Labor Standards Act which had established a federal minimum wage, overtime pay and child labor laws. The 1963 Equal Pay Act prohibited pay differences based on gender. The Equal Pay Act as amended by the Education Amendment of 1972 extended equal pay to previously uncovered academic personnel. All employees of educational institutions including professional. All employees at educational institutions including professional, executive, and administrative positions are covered by this law.

AREAS COVERED

The act prohibits wage and fringe benefit discrimination on the basis of gender. The Act provides that a man and a woman working for the same employer under similar conditions in a job requiring substantially similar skill, effort, and responsibility must be paid equally even when the job title and assignments are not identical.

Differences in pay must be based on merit, seniority,or a method which measures earnings by quantity or quality of production, the method may not be based on the gender of the worker.

EXAMPLES IF SEX DISCRIMINATION IN PAY

1. Different pay scales for male and female clerical workers.
2. Refusal to pay women overtime while permitting men unlimited paid overtime.

ENFORCEMENT

A complaint may be filed with the Wage and Hour Division of Labor by any individual or group who believes a specific group has been subject to wage discrimination.

A complaint may be written or oral, telephoned in or told in person, and may be made anonymously. There are no official time limits for filing a complaint. Back pay recovery which may result from filing is limited to two years for a nonwillful violation, and three years for a willful violation. The Wage and Hour Division will investigate alleged discriminatory practices. In cases where the existence of wage discrimination is verified the Division will move for voluntary compliance. When voluntary compliance fails, suits may be filed by the Secretary of Labor or individuals.

Further information may be obtained from

Wage and Hour Division
Employment Standards Division.
U.S. Department of Labor
Washington, D.C. 20210

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 prohibits discrimination on the basis of handicap in the admission and treatment of students, or in most employment situations.

AREAS COVERED

Institutions, agencies, or employers receiving federal funds, are covered. Schools and educational programs must allow students with disabilities to participate with other students in classes and activities.

EXAMPLES OF COMPLIANCE WITH SECTION 504

Rejection of a student in laboratory course because the lab is not wheelchair accessible.

ENFORCEMENT

Complaints are filed with:

Office for Civil Rights
U.S. Department of Education
Washington, D.C. 20201

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Title VI prohibits discrimination against students on the basis of race, color, or national origin in programs receiving federal funds.

AREAS COVERED

Title VI prohibits discrimination on the basis of race in:

1. **student admissions**
2. **student access to course and programs**
3. **student policies and their application**

Title VI also prohibits discrimination against national origin minorities on the basis of limited English skills.

ENFORCEMENT

Enforcement of Title VI and procedure for filing complaints of racial or ethnic discrimination, or request for information may be obtained by writing:

The Office for Civil Rights
U.S. Department of Education
Washington, DC 20201

Student Worksheet: Pre-test of Title IX

1. _____Title IX requires that a girl be allowed to play on the football team if she is good enough.
2. _____Title IX requires that all classes have both females and males in them.
3. _____Title IX requires that when there is a disproportionately small number of women principals that women be promoted before men.
4. _____Title IX encourages special programs for pregnant girls.
5. _____Title IX permits the use of separate vocational interest tests for males and females, which provide occupational choices geared to special interests of each sex.
6. _____Title IX requires there be female coaches to girls sports.
7. _____Title IX requires that as much money be spent on girls as on boy's athletics.
8. _____Title IX prohibits the use of sex biased text books.
9. _____Title IX requires that all clubs and extracurricular activities be coeducational.
10. _____Title IX requires that resolution of sex discrimination grievances must be attempted within the school district before a grievance is filed with the federal government.

From the Sex Equity Handbook for Schools.

TRANSPARENCY A-4(b): OCR AS THE JUDGE
TITLE IX CASE STUDIES
OFFICE OF CIVIL RIGHTS RESPONSES TO THE CASES

1. OCR investigated and concluded that the district was segregating physical education classes and through scheduling keeping the 9th grade girls out of general shop. Both these practices violate Title IX. The district was required to change its policies before the next school year.

2. OCR stated that the existence of an all male Industrial Skills Center violated Title IX. The law prohibits sexual stereotyping implicit in the district argument that the program met needs "peculiar to males." OCR told the district it must develop a plan for the integrating of ISC and encourage female enrollment.

3. Title IX states that both sexes will have access to comparable classes about all subjects. Courses on human sexuality are not required to be integrated. The school decided to offer a course on Human Growth and Development to 5th and 6th grade boys. This brought the district into compliance.

4. Initially, the student asked the State Board of Education to help her gain readmittance to the National Honor Society. The Board moved too slowly so the student filed a complaint with OCR and a suit against her school district in federal court. Both the State Board and OCR agreed that her dismissal was a violation of title IX. Both groups halted their investigation pending the outcome of her court suit. She was not reinstated in time for graduation.

5. OCR's investigation revealed no evidence of discrimination. OCR believed the district was doing what it could to encourage nontraditional vocational education. Students choices reflected community and societal attitudes. Noting the districts concern about these attitudes OCR suggested that officials contact experts for assistance.

6. When OCR reported its preliminary findings, the district agreed to integrate its after-school clubs and change other discriminatory policies about course availability and after-school activities. It also promised to notify students and parents of these changes and delete the references to student's gender in its handbooks. OCR said it would monitor the district's compliance and reopen the cases if promises were not kept.

7. OCR examined school and district employment records and found that there was no evidence of discrimination against these groups. OCR therefore ruled the teacher's transfer was valid. The office then investigated the retaliation charges. They found that the reassignment of photography classes was an act of retaliation because the district could offer no reasonable explanation for it. However, there was no overwhelming evidence to support the other charges of retaliation. OCR had no authority to investigate the obituary notice incident, or others like it, because the school couldn't be held responsible for such acts. Since the state Civil Rights Commission had already forced the school to reassign the photography classes, OCR dismissed the remainder of the complaint.

8. After a thorough investigation of the school's discipline policies and records, OCR decided this incident was not discriminatory. The girl and boy received

different corrections because they were punished for different acts: the boy for possessing a razor, the girl for harassing the boy.

9. According to district records and interviews with students and community members, the policy prohibiting married students and those with children from taking part in after-school activities was applied in a fair and equal manner to both sexes. As long as male and female parents or spouses are treated in the same way, policies limiting their participation do not violate Title IX.

10. As soon as the complaint was filed, the district changed its playground policy so all students could use the same equipment at the same time. The district argued that sex segregation on the bus was instituted because of complaints about hair-pulling, teasing and fighting. OCR decided that the bus rule was reasonable and comparatively unimportant and found the district in compliance with Title IX.

From the government Title IX enforcement files in Bill of Rights Action on Equal Education Sept 1983 Vol XVII, No. 3 a publication of Constitutional Rights Foundation.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

Title IX prohibits educational institutions which receive federal funds from discrimination on the basis of sex.

AREAS COVERED

The law covers sex discrimination in the following areas:

1. admission to vocational, graduate, professional and public undergraduate schools.
2. student access to courses and programs
3. counseling guidance tests, materials, and practices.
4. physical education and athletics
5. vocational education programs
6. vocational education programs
7. student rules and policies
8. treatment of pregnant students
9. financial assistance
10. student housing
11. extracurricular activities
12. employment

COMPLIANCE

Educational institutions are required to comply with specific Title IX regulations which include:

1. development of self-evaluations and plans for remedial action
2. identification and correction of any discriminatory practices
3. selection of a competent employee to coordinate compliance efforts (Title IX Coordinator)
4. adoption and publication of grievance procedures
5. written notification to applicants, parents, employers of the non-discriminatory policies
6. Provide equal opportunity in admissions, scholarship and awards.
7. provide comparable facilities for men and women

8. provide opportunities for athletic activities, that accommodate the interests and abilities of both sexes.

9. treat pregnancy as any other temporary disability

10. include gynecological care when full health coverage is provided.

11. treat applicants and employees in a nondiscriminatory manner.

EXAMPLES OF NON-COMPLIANCE WITH TITLE IX

1. Mid State University requires males to have SAT totals of 850 while females must have 900 total score.

2. Mid State University allows male faculty and staff 130 locker spaces in the University gym. Female faculty and staff have 21 lockers available.

3. Mid State University's newly hired administration are all male.

4. Mid State University allocates 80 percent of its athletic budget to the men's sport teams, leaving 20 percent for the women's teams.

ENFORCEMENT

The U.S. Department of Education's Office for Civil Rights (OCR) enforces the regulations of Title IX.

A complaint must be filed within 180 days after the alleged discrimination. Charges are filed by individuals or organizations. OCR notifies an educational institution after receiving a complaint . If discriminatory actions and policies exist the OCR may require institutions to correct its policies, and may also require affirmative action to overcome past discrimination. When voluntary compliance efforts fail the OCR may suspend or terminate federal financial assistance. Institutions are prohibited from taking any adverse action against individuals who, make a complaint, assist in investigation, or take any action which indicates their opposition to discrimination.

For further information contact:

Office for Civil Rights
U.S. Department of Education
Washington, DC 20201

STUDENT WORKSHEET: YOU BE THE JUDGE-- TITLE IX CASE STUDIES

Cases taken from the government Title IX enforcement files in Bill of Rights Action on Equal Education Sept 1983 Vol XVII, No. 3 a publication of Constitutional Rights Foundation.

1. **A school district segregates physical education classes by gender. The course schedule is set up so girls physical education conflicts with general shop.**

2. **To assist school dropouts a district opened a special school, the Industrial Skills Center (ISC). Only boys attend this vocational training school, girls have not even applied for admission. The district says ISC was established to meet the "special needs most peculiar to males." The district claims this is not a violation of Title IX because special needs of female dropouts are met by a program for pregnant girls.**

3. **A school makes 5th grade girls take a class on human sexuality. No comparable class is offered 5th grade boys.**

4. **A student was asked to resign from the National Honor Society. The local chapter decided she did not meet the high standards of leadership and character because she was pregnant. When she refused to resign NHS expelled her. Her school board supported this action.**

5. **A school requires 7th and 8th grade students to take one semester of either home economics or industrial arts. The courses are open to both sexes. Students and parents are advised to consider post graduation plans when making the course selection. No boys enroll in Home Economics and only a few girls enroll in Industrial Arts. In effect these classes remain gender segregated.**

6. **In its junior and senior high school handbooks, a district explains three extracurricular clubs. Two are oriented toward the home and community service. These are open to girls. The third club, for boys only, promotes leadership citizenship and careers in farming.**

7. **Alleging she'd been selected for a transfer because of her race and sex, a female art teacher filed a civil suit and the transfer was blocked by court order. After she complained, her photography classes were assigned to a male teacher. She was assigned to a male teacher. She was assigned courses no one else wanted to teach. Though her students won awards, they were no longer allowed to take part in art contests. Other teachers began to avoid her. No one would let her into the locked supply room to get materials. An obituary for someone of the same name was left on her desk, along with a punctured tube of etching acid.**

8. **Two high school students, a male and a female, were involved in a physical dispute. The male was carrying a razor and was accidentally cut. He was suspended for three days; the female was not punished. Trouble between the two continued for the next three months. Finally, because school officials felt she was the instigator, the girl was suspended for 45 days. Her parents believed this unfair since "it takes two to tango" and the boy was not punished as harshly.**

9. A district's policy is that students who are married or parents may not take part in athletics or other extracurricular activities. Kathy E. was removed from the Student Council when she got married. Craig H. was thrown off the football team for the same reason. Three married female cheerleaders were forced to resign. A male football player was ousted when he fathered a child.

10. An elementary school won't let girls and boys use the jungle gym and other playground equipment at the same time. It also segregates elementary and junior high students who ride the bus by sex. Girls load first and sit on the right; boys sit on the left.

THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984,(P.L. 98-524)

The Carl D. Perkins Vocational Act of 1984 (P.L. 98-524) provides funds for vocational education. It replaces the Vocational Act of 1963 as amended in 1976. Its emphasis is on making vocational education "....accessible to all persons, including handicapped and disadvantaged persons, single parents and homemakers, ... persons participating in programs designed to eliminate sex bias and stereotyping in vocational education.."

The act seeks to reduce the limiting effects of sex-role stereotypes on occupations, job skills, levels of competency and careers. Among its provisions is the authorization of a state-level sex equity coordinator to administer this portion of the program.

AREAS COVERED

1. **improving and modernizing the vocational education system**
2. **increasing access to vocational education for individuals who have been underserved**
3. **promoting greater cooperation between the vocational education system and the private sector**
4. **improving the academic foundations of vocational education, including the use of new technologies in vocational education system**
5. **retraining unemployed and employed workers in new skills**
6. **targeting vocational education resources to economically disadvantaged areas**
7. **assisting states to promote the utilization of support services, special programs, guidance counseling, and placement in vocational education.**
8. **improving consumer and homemaking education and reducing the effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers**
9. **authorizing national programs to strengthen research and to meet special needs within the vocational education system.**

ENFORCEMENT

Complaints may be filed with:

Office for Civil Rights
U.S. Department of Education
Washington, D. C. 20201
or
Connecticut State Department of Education

VOCATIONAL EDUCATION AMENDMENT TITLE II OF THE EDUCATION AMENDMENTS OF 1976

Title II applies directly to federal or state vocational education programs. Title II specifies priorities for state use of federal vocational education money and state funding of local vocational programs. The major purpose of Title II is to develop and run programs in vocational education which overcome sex bias, sex discrimination, and sex stereotyping, and promote equal opportunity for both sexes. The act focuses on improving the vocational preparation of girls and women with the goal of enhancing their options in the work force.

On October 19, 1984 former President Reagan signed the Carl.D. Perkins Vocational Education Act (Public Law 98-524), which redesigned the nation's federal vocational education program. It replaced the vocational education program. It replaced the Vocational Education Act of 1963, as amended in 1976.

AREAS COVERED

Vocational Education money is distributed to each state according to a population based formula. States distribute the funds to local schools and vocational and technical schools. Funds are spend to promote equal access to vocational education, and to overcome sex bias and sex role stereotyping. Title II provides for grants, program improvements, support services and vocational education personnel training. Title II requires that states eligible for funds expand resources in accord with a five year plan which includes the following components:

1. funds for disadvantaged persons (other than individuals classified as having a disability)
2. funds designed for persons with a disability
3. funds for post secondary and Adult Programs
4. actions for overcoming sex bias, sex discrimination and sex stereotyping
5. appointment of full time personnel to fulfill sex equity duties.
6. establish polices and action which it will follow to ensure equal access by both sexes to vocational education programs
7. establish incentives to encourage men and women to enroll in nontraditional education programs and to encourage development of sex equity model programs.
8. programs for displaced homemaker or other special groups. This includes: homemakers who seek employment due to a terminated marriage, single head of households with inadequate job skills, women working traditional "female" jobs seeking nontraditional employment, and men working in traditional "male" jobs seeking nontraditional employment.
9. state program improvement and support services, when contracts are awarded priority must be given to programs designed to reduce sex bias. Twenty percent

of these Title II funds must be to support counseling and guidance programs and services including those whose goal is to be overcome sex stereotyping.

10. special programs for disadvantaged persons

11. consumer homemaking education programs which encourage; males and females to prepare for the combined roles of wage earner and homemaker, the development of curriculum materials which increase the percentage of women working outside the home and increase the percentage of men taking responsibility for work within the house, the increase in the percentage of men and women changing career patterns, and the increase in federal and state laws aimed at establishing equal opportunity in education and employment.

12. One third of the Title II funds allotted in the state must be distributed to economically depressed areas or areas with high unemployment.

ENFORCEMENT

Title II funds are sent to each to a designated agency who distributes the monies to local education agencies and other institutions. The state agency is responsible for ensuring that recipients comply with the law. The U.S. Commissioner of Education may suspend or terminate funding if a state fails to comply with Title II Guidelines.

For further information on Title II contact:

Office of the Deputy Commissioner
Bureau of Occupational and Adult Education
U.S. Office of Education
Washington, DC 20202
or
State Department of Education
Vocational Education Sex Equity Coordinator

AGE DISCRIMINATION IN EMPLOYMENT ACT AS AMENDED IN 1978

AREAS COVERED

This act prohibits employers, employment agencies and labor organizations with 20 or more employees from basing hiring decisions on a person's age when the person's age is between 40 and 70 unless an age limit is a necessary qualification for job performance.

EXAMPLES OF NONCOMPLIANCE:

1. **Firing an older worker and replacing her with a younger worker.**
2. **Arbitrarily passing over an older worker for promotion because of age.**

ENFORCEMENT Complaints may be filed with:
Office for Civil Rights
U.S. Department of Education
Washington, D.C. 20201

TRANSPARENCY A-5:
FEDERAL ANTI-DISCRIMINATION LAWS PERTAINING TO SCHOOLS

LAW	AREA OF	COVERS	ENFORCED BY
Equal Pay Act of 1968	Sex (in pay)	Employees and Students	Office for Civil Rights
Title VI, Civil Rights Act of 1964	Race, color, and national origin	Students	Office for Civil Rights
Title VII, Civil Rights Act of 1964	Race, color, sex national origin and religion (in employment)	Employees	Equal Employment Opportunity Commission
Executive Order 11246 (amended by E.O.1127)	Race, sex,color, national origin, religion	Employees	Office for Civil Rights
Title IX Education Amendments of 1972	Sex	Employees and Students	Office for Civil Rights
Rehabilitation Act, 1973 (Section 504)	Handicapped	Employees and Students	Office for Civil Rights
Age Discrimination in Employment Act amended 1978	Age	Employees	Dept. of Labor and Office for Civil Rights
Carl D. Perkins Vocational Education Act, 1984	Sex National origin Disadvantaged	Students	Office for Civil Rights
Title II	Disadvantaged Persons	Students	Office of Deputy Commissioner Bureau of Occ. and Adult Education

LECTURE: GRIEVANCE AND GRIEVANCE PROCEDURES

Frequently incidents are caused by individual bias or ignorance, rather than institutional policy. Teachers or administrators may be unaware that their actions are unlawful and hurtful. A teacher or administrator may be willing to correct the situation once s/he becomes aware of the discrimination. An informal discussion with the person or agency may be sufficient. If this does not provide a remedy, a grievance may be necessary.

A grievance is a complaint directed against a policy or behavior of a person or any agency. There are formal and informal grievances.

Informal Grievance

An informal grievance is an immediate action available to individuals or groups who believe their rights have been violated. An informal grievance allows the time for discussion between the person or agency responsible for the alleged violation and the complaints. Informal grievances may result in an immediate resolution of the problem.

Formal Grievance

Formal grievances are filed in writing with the agency responsible for enforcement. Different laws are enforced by different agencies.

It is useful to conceptualize the grievance process as proceeding on several levels. If the situation is remedied on Level I, it may not be necessary to proceed to the subsequent levels.

Level I is the discussion of the incident with the person most directly involved with the alleged violation. Examples of Level I grievances might include such situations as the following:

1. Discuss with the print teacher why girls are not allowed to use the heavy press.
2. Discuss with the guidance counselor the reasons he/she discourages boys from taking home economics.
3. Discuss with the teacher who creates a bulletin board suggesting that men are inventors and women are only users of inventions.

Level II is the internal grievance. The complaint should include the names and addresses of the school district offices and be addressed to the person within the agency or organization designated to respond to the complaint. All school systems are required to designate a Title IX coordinator to establish a grievance procedure. This inhouse process begins with a written complaint outlining the alleged offense (see Transparency Title IX grievance procedure). The complaint should include: names and addresses of all the persons making the complaint and all those allegedly injured by the discrimination; a description of the alleged discrimination, including

when and where it occurred. It is important to note which part of the Title IX appears to be violated. Be sure to include all information that you deem important. It is better to include too much information than too little.

After receiving the written complaint, the Title IX coordinator will initiate an investigation. Usually this step includes a hearing in which the complainant answers questions about the case. Upon completion of the hearing the investigators are required to sent the complainant a written notice explaining the decision.

Level III is a formal grievance lodged external to the agency where the alleged discrimination occurred. In the case of Title IX, complaints are lodged on the federal level with the Office of Civil Rights which also enforces laws against racial discrimination. The OCR main office is in Washington and there are 10 regional offices across the country. Procedures for filing are outlined in Transparency A-5. Additionally an individual may also choose to file a private law suit.

TRANSPARENCY A-6: TITLE IX GRIEVANCE PROCEDURES

Level I: Informal Grievance

Discuss incident with the persons most directly involved.

Level II: Internal Grievance

Follow school grievance procedures. This usually includes the following:

1. **A written complaint with the Title IX Coordinator. The letter should state:**
   a. **names and addresses of all the people making the complaint and all those allegedly injured by the discrimination**
   b. **names and addresses of the school district offices**
   c. **a description of the alleged discrimination, including when and where it occurred**
   d. **The part of Title IX which appears to be violated**
   e. **Any other important information (too much is better than too little)**
2. **Hearing**
3. **Written Decision of investigators**

Level III: Lodging a Formal Complaint External to the School

Complaints are filed with the Office of Civil Rights (OCR)

1. **The complaint format is similar to Step II**
2. **OCR will acknowledge the complaint within 15 days**
3. **OCR has 90 days to investigate**
4. **If evidence of discrimination is found the school has another 90 days to negotiate a plan for correcting the problem**
5. **If the school does not cooperate, OCR must begin within the next month to cut off federal money to the school**

Level IV

Additionally the individual may choose to file a suit in court.

Case Studies Post Test

CASE STUDY I: Franklin County Vocational High School provides training and work experiences in computer programming, clerical skills, drafting and electrical skills. A portion of the vocational training program includes a cooperative education program which provides work experiences for the students. The school keeps separate referral lists for males or females in response to employer preferences for male or female coop students. These male-female lists are maintained for post-graduate referral use.

You are an instructor in this program. What, if any action, should you take in this situation?

You are the program coordinator. What if any action should you take in this situation?

ANSWER: Inform school officials about this illegal and discriminatory practice. Establish non-discriminatory referral practices.

CASE STUDY II: George is a student in a training program for electricians. His work study assignment for the semester is with Ace Electrical Works. Last year, Laurel (also a student in the same as George is presently enrolled in) did a successful internship with Ace Electrical Works. When the Ace Electrical Works manager meets George, he tells him that he does not meet the job requirements. The manager then calls the Work Study Coordinator and asks, "Please send us another beautiful and charming woman for placement at our work study site."

You are the work study coordinator. What action if any, would you take as the coordinator?

ANSWER: The coordinator would be advised to inform the employer that it is the policy of the school district not to engage in discriminatory practices. To work with the educational training program, employers must abide by non-discriminatory policies.

UNIT POST TEST

1. The federal law that prohibited discrimination based on sex in any program receiving federal funds is?

   a. Education Amendments of 1972, Title IX *
   b. Education Amendments of 1976, Title V
   c. Education Amendments of 1978, Title I

2. No person in the United States shall, on the basis of race, color, or national origin,be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance is stated in?

   a. Title I, Civil Rights Act of 1964
   b. Title II, Civil Rights Act of 1964
   c. Title VI, Civil Rights Act of 1964 *

3. Title VII, Civil Rights Act of 1964, covers?

   a. All private employers of 15 or more persons
   b. All educational institutions, public and private
   c. State and local governments
   d. Public and private employment agencies
   e. All of the above *

4. Sex discrimination is ?"

   a. That behavior which is defined as being against the law
   b. Anything illegal which must be obvious
   c. The denial of opportunity, privilege, role, or reward on the basis of sex.
   d. All of the above *

5. Sex bias is:

   a. The unconscious underlying network of assumptions that says men and women are and should be different, not only physically, but also in their personalities, abilities and occupations.
   b. The accumulation of attitudes, beliefs, and behaviors which result from the arbitrary assumption that one sex is superior in some respects.
   c. Both A and B *

6. Sex role stereotypes are:

   a. Any societal expectation or condition which limits what both men and women can do to fulfill their potential
   b. Based on the assumption that because a number of individuals share one attribute, e.g. race or sex. they are similar in all others
   c. Assumption that all males or all females, because they share a common gender, also share common abilities, interests, values and roles
   d. All of the above *

7. Prejudice is?

a. An underlying network of assumptions or beliefs that says various people are different and should be different and are interwoven into our culture.
b. Consists of "fixed" or stereotyped attitudes that people categorically feel toward certain other groups of people.
c. The feeling and/or attitude is directed primarily at an entire group of people rather than an individual.
d. All of the above.

8. Equal employment opportunity prohibits discrimination because of?

a. Race
b. Religion
c. Sex
d. All of the above

9. The amended Title VII of the Civil Rights Act covers all private employers of _____ or more persons?

a. five
b. ten
c. fifteen *
d. twenty
e. None of the above

10. EEOC stands for?

a. Employer Employee Occupational Commission
b. Efficient Employment Opportunity Commission
c. Equal Employment Opportunity Commission *

11. Sexual harassment of males and females may include but not be limited to?

a. Verbal harassment or abuse
b. Pressure for sexual activity
c. Sexist remarks about clothing, body or sexual activities
d. Unnecessary touching, patting, pinching
e. Leering or ogling of a body
f. Demanding sexual favors accompanied by implied or overt threats concerning one's jobs, grades, letters of recommendation, etc.
g. Physical assault
h. All of the above *

12. The EEOC may bring suit against an employer if?

a. The employer does not have women and minorities represented at all levels of employment. *
b. Any pattern of prejudice exists
c. Male employees outnumber female employees by more than 6 to 1.

13. Through "affirmative action," an employer should take steps to increase the proportion of women and minorities in the workforce by?

a. The use of quotas, percentage goals and recruiting *
b. The hiring of just women and minorities

c. The laying off of other employees without using seniority
d. All of the above

14. When a state's Civil Right Legislation conflicts with Title VII of the Civil Rights Act of 1964?

a. The state law prevails
b. The state law is superseded by Title VII *
c. The state law is changed.

15. Some of the items that Title VII covers in terms of practices during employment include?

a. Wage and Salary Structure
b. Promotions
c. Fringe benefits and pensions
d. Security or merit systems
e. All of the above *

16. If a statistical survey shows that women and minorities are not participating in a particular work force at all levels in reasonable relation to their presence in the population and the labor force, the burden of proof to show that this is not the result of discrimination is on the ?

a. Employer *
b. EEOC
c. Alleged discriminated employee

17. The thrust of Title VII is two fold: It promotes employment based on ability and merit, and it?

a. prohibits discrimination based on factors related to job qualifications.
b. prohibits discrimination based on factors not related to job qualifications.
c. all of the above *
d. none of the above

18. Which of the following items may be included on a job application?

a. Marital status of an applicant
b. Applicant's place of residence
c. General distinguishing physical characteristics, such as scars.
d. If the applicant is in the United States on a visa.
e. B, C, D *
f. All of the above

19. Title IX, Education Amendments Act of 1972 was passed to?

a. ensure that all education programs and activities were open to all students.
b. ensure that students were not treated differently on the basis of their sex.
c. Both of the above are true. * *

20. Title IX, Education Amendments Act of 1972 protects which of the following rights?

a. the right of a student to take any class
b. the right to coeducation classes
c. the right to equal counseling and placement services
d. the right to be treated equally
e. the right to participate fully in athletics, intramural programs and club sports.
f. All of the Above * *

21. A title IX grievance should be filed first with

a. the school title IX Coordinator * *
b. with the office of Civil Rights in Washington, D.C.
c. Both A and B

22. Title IX, Education Amendments Act of 1972 protects a students' rights to be treated equally with?

a. the same assignments
b. the same class activities
c. the same use of materials, equipment, facilities.
d. the same grading standards
e. the same graduation or completion standards
f. all of the above * *

23. According to Title IX, Educational Amendments of 1972, males and females can be separated when

a. parts of a class deal with human sexuality
b. students in music classes are grouped by vocal range
c. parts of gym class involve bodily contact
d. parts of gym class are grouped by ability, resulting in only males or females in such groups.
e. all of the above * *

24. Title IX guarantees that all students receive the?

a. same vocational training opportunities.
b. same placement services and placement opportunities
c. same counseling services
d. same student employment referral services
e. same scholarship and financial aid information.
f. same testing and evaluation services
g. same requirements for eligibility, screening and admission to school programs such as cooperative education

25. Title IX guarantees that students request and receive written information that does not reflect different treatment of men and women in which of the following?

a. descriptions of courses and classes
b. student handbooks
c. career and vocational guides
d. career interest tests

e. aptitude tests
f. college and junior college information
g. apprenticeship opportunities
h. student rules for behavior
i. student dress codes
j. rules for married students
k. rules for teenaged parents
l. all of the above * *

26. Title IX states that all students should be guaranteed the?

a. same rules for behavior
b. same rules for discipline
c. comparable rules for dress
d. same rules for dismissal and suspension from school
e. same use of school facilities
f. same chance to join after school activities
g. same chance to participate in special school programs
h. same chance to participate in enrichment programs
i. same health and insurance benefits
j. all of the above * *

ADAPTED FROM: Legal Modules for vocational cooperative education. Michigan Vocational Education Resource Center, Michigan State University, East Lansing, Michigan 48824

UNIT EVALUATION

Please indicate your appraisal of this unit on the scales provided.

1. **Was this unit interesting to you?**
   VERY INTERESTING 1 2 3 4 5 6 7 NOT AT ALL INTERESTING

2. **Would your recommend this unit to others?**
   VERY MUCH 1 2 3 4 5 6 7 NOT AT ALL

3. **Was the material you learned in this unit valuable to you?**
   VERY VALUABLE 1 2 3 4 5 6 7 NOT AT ALL VALUABLE

4. **Will you share any of your new knowledge with others?**
   WILL SHARE 1 2 3 4 5 6 7 WILL NOT SHARE

5. **Will your behavior change in the future because of what you learned in this course?**
   WILL SEE BIG CHANGE 1 2 3 4 5 6 7 WILL SEE NO CHANGE

6. **Has your attitude toward Title IX changed?**
   BIG CHANGE 1 2 3 4 5 6 7 NO CHANGE AT ALL

7. **Has your attitude toward the federal government's participation in anti-discrimination enforcement changed?**
   BIG CHANGE 1 2 3 4 5 6 7 NO CHANGE AT ALL

Please include in the space below any comments about how the unit may be improved.

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